R E P O R T R E S U M E S

ED 012 703 SP 001 147

UTILIZATION OF TEACHER TIME, A SURVEY.

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PHI DELTA KAPPA, BLOOMINGTON, IND.

PUB DATE 65

EDRS PRICE MF-$0.25 HC-$0.52 13P.

DESCRIPTORS- COCURRICULAR ACTIVITIES, ELEMENTARY SCHOOL TEACHERS, INSERVICE TEACHER EDUCATION, *NONINSTRUCTIONAL RESPONSIBILITY, QUESTIONNAIRES, SECONDARY SCHOOL TEACHERS, TABLES (DATA), TEACHER CHARACTERISTICS, *TEACHER TIME, *TEACHER SALARIES, *TEACHING CONDITIONS, *TEACHING LOAD, BLOOMINGTON, GAMMA EPSILON CHAPTER (PHI DELTA KAPPA)

TO DETERMINE PROFESSIONAL ACTIVITIES OTHER THAN TEACHING, QUESTIONNAIRES WERE SENT TO 1,200 TEACHERS IN THE GAMMA EPSILON (INDIANA) AREA. ANALYSIS OF 630 RETURNS (311 ELEMENTARY, 166 JUNIOR HIGH SCHOOL, 153 HIGH SCHOOL) SHOWED THAT TEACHERS SPENT 25-30 HOURS A WEEK IN NONTEACHING ACTIVITIES, AS FOLLOWS--(1) ABOUT 3 HOURS A WEEK IN BUILDING ASSIGNMENTS (SUCH AS LUNCHROOM SUPERVISION), (2) FROM 100 TO 300 HOURS A YEAR IN PAID ACTIVITIES (COACHING AND YEARBOOK SPONSOR), (3) 17-18 HOURS A WEEK IN CLASS PREPARATION, MARKING PAPERS, KEEPING RECORDS, STUDENT AND PARENT CONFERENCES, AND STUDENT SUPERVISION, (4) 2-4 HOURS A WEEK ATTENDING FACULTY, PTA, AND COMMITTEE MEETINGS, AND SPONSORING STUDENT ACTIVITIES (NOT INVOLVING EXTRA PAY), AND (5) 25-50 HOURS A YEAR IN UNPAID EXTRA ASSIGNMENTS (SUCH AS CHAPERONING AND TICKET TAKING). TEACHERS HAVE AN AVERAGE OF 4 1/2 HOURS A WEEK FREE TIME. ABOUT 20 PERCENT OF THEM DEVOTE AN AVERAGE OF 3 HOURS A WEEK TO GRADUATE STUDY. (AF)

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Utilization of Teacher Time

A Survey

Gamma Epsilon Chapter

(Phi Delta Kappa)

A Research Project Report

1964-1965

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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SP 001 147

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ACKNOWLEDGMENTS

The Research Committee, in behalf of the entire membership of Gamma Epsilon Chapter of Phi Delta Kappa, expresses deep appreciation to member teachers and administrators and non-members alike who so courteously and conscientiously undertook and carried out the task of distribution, collection, and return to the committee of the questionnaires. This was no small task, and without the splendid co-operation which existed could not have been adequately accomplished.

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DEFINITION OF PURPOSE

In a recent Teachers Edition of Our Times, in an article entitled, "No Time to Teach," the following statement was made: "The nonacademic duties that encroach on teaching time constitute a clear defiance of the educators' timeless, central purpose--to teach the child. Yet such tasks as playground and lunchroom supervision, buswatch, and record keeping have been accepted for years as legitimate teacher duties."

The above statement points up a problem that has been a common source of irritation and conversation among teachers and administrators for some time and that is likely to remain such for some time to come. The author of the article goes on, "What is urgently needed is for educators to define a school organization which would make the most of teacher talents and energies now being wastefully siphoned off by a daily battery of unintelligence tests cloaked as extra-curricular assignments and staff duties."

Recognizing that a problem does exist in this area of education and that it is, in fact, quite widespread, the research committee of Gamma Epsilon Chapter of Phi Delta Kappa has endeavored to collect and tabulate some facts pertaining to this problem as it exists in schools of the area from which the membership of Gamma Epsilon Chapter comes. It is hoped that the information gained through our inquiries may be helpful to administrators and teachers alike, as common practices now in use are faced, evaluated, and adjusted toward the end that better service to our students might result, and that the total teaching-learning relationship might be strengthened.

METHOD OF INQUIRY

The committee decided that the best way to acquire the desired information was to resort to the time-honored questionnaire. Therefore, approximately twelve hundred questionnaires were circulated to the teachers of school corporations within the boundaries of Gamma Epsilon Field Chapter's area; that is, Cass, Carroll, Clinton, Grant, Howard, Miami, Tipton, and Wabash Counties of Indiana.

These questionnaires were directed primarily to full-time classroom teachers or those teaching at least fifty per cent or more of the school day. They were designed, for the most part, to find out at what extra assignments other than teaching during, immediately prior to, and immediately following the school day. Where possible, it was hoped that some relationship between the amount of time spent in nonteaching activities and actual teaching might be shown. Some information regarding time spent in additional study, in-service training, etc., was also requested. The problem of student load, both for teaching and nonteaching activities was explored. Also, some knowledge was sought as to the practice of allowing of extra pay for extra non-teaching duties. Some teacher opinion was sought in this area, also.

The response to the questionnaire was very gratifying. Some six hundred eighty questionnaires were returned. Some from teachers whose job analysis, the committee felt, caused the information to be outside the scope of this report, and some incomplete forms were rejected. For compilation of the data, three hundred eleven questionnaires from elementary teachers, one hundred sixty-six from junior high teachers, and one hundred fifty-three from high school teachers were used. Thus, the data comes from replies from six hundred thirty teachers totally. This would seem to be an adequate sampling.

Section I - Schedule of Teacher Activities During the School Day

	Grades	1-6	7-9	10-12
	No. Reporting	311	166	153
Do you have an assignment on a yearly basis for which you are paid and for which you are released from classroom teaching?	Do Don't	1# 310	14 152	40 113
How many hours per week do you spend in classroom teaching?	Medians	26-30	26-30	21-25
How many hours per week are you scheduled for preparation, conference, and/or free time?	None Medians*	131 3 hrs.	8 5 hrs.	5.5 hrs.
How many hours per week do you spend during the school day on such assignments as noon supervision, cafeteria supervision, etc.?	None Medians*	51 3 hrs.	32 3 hrs.	29 3.5 hrs.
How many total students do you have in teaching situations each day?	Medians	29	126-150	101-125

#Building Principal
*Those giving negative reports were not considered in computing medians.

Section II - Schedule of Extra Pay Activities

	Grades	1-6	7-9	10-12
How many hours per year to you devote to assigned school activities, coaching, yearbook sponsor, etc. for which you receive extra pay?	None Medians	289 1-100	102 201-300	91 201-300
How many students are involved in these extra assignments?	None	239 26-50	118 51-75	93 76-100

Section III - (Items in this section used for identification purposes only.)

Section IV - Non-Scheduled Duties Relating to Classroom Teaching (before school starts and after school ends, or during noon period.)

	Grades	1-6	7-9	10-12
What is the average number of clock hours per week you spend in:				
1. Preparation for classes, reading, planning, etc.?	None Medians	0 5 hrs.	2 8 hrs.	0 7 hrs.
2. Marking papers?	None Medians	4 5 hrs.	3 5.hrs.	9 5 hrs.
3. Keeping records, reports, consulting parents, etc.?	None Medians	24 2 hrs.	38 2 hrs.	48 1 hr.
4. Conferring with students before or after school?	None Medians	121 1 hr.	40 1.5 hrs.	28 2 hrs.
5. Supervising students immediately before or after school?	None Medians	84 2 hrs.	57 2 hrs.	77 2 hrs.

Section V - Other Professional Activities

	Grades	1-6	7-9	10-12
On an average, how many clock hours per week do you spend in:				
1. Attending faculty meetings (during noon hour, or before or after school)?	None Medians	43 16-30 Min.	34 16-30 Min.	23 1-15 Min
2. Serving on school committees?	None Medians	181 16-30 Min.	98 16-30 Min	82 16-30 Min
3. Attending PTA or other local school affiliated group meetings?	None Medians	36 16-30 Min.	70 16-30 Min	100 46-60 Min
4. Sponsoring student activities or organizations not involving extra pay?	None Medians	252 46-60 Min.	82 46-60 Min	75 46-60 Min
5. Other activities	None Medians	267 16-30 Min.	143 46-60 Min	133 106-120 M
Post-Graduate Work:				
Were you enrolled in post-graduate classes during the first semester, 1964-65?	No Yes	260 47	137 29	132 18
No. of class hours per week?	Medians	3	4	3
No. of Hours of Preparation per week?	Medians	4	4	3
Are you enrolled in post-graduate classes during the second semester, 1964-65?	No Yes	271 35	136 30	132 18
No. of class hours per week?	Medians	4	4	3
No. of hours of preparation per week?	Medians	5	5	3
Were you enrolled in an in-service training class during the present school year?	No Yes	255 46	151 15	132 15
How many hours were spent in attendance and prep.?	Medians	8	8	8

Section VI - Extra Assignments

	Grades	1-6	7-9	10-12
How many clock hours per year do you spend on extra assignments for which you receive no pay? e.g. ticket taking, sponsoring parties, chaperoning, etc.? (A list of such activities, for which teachers think pay should be received, can be found on following pages.)	None	226	61	63
	Medians	26-50	26-50	26-50
Section VII - General Information				
	Male	45	88	83
	Female	204	71	54
	Married	189	127	109
	Single	52	26	27
Teaching Experience:				
Total	Median Yrs.	11-15	6-10	6-10
In Present Corporation	Median Yrs.	1-5	1-5	1-5
Teacher Education:				
Highest Degree Earned				
	B.A.	32	23	25
	B.S.	138	71	67
	M.A.	32	27	35
	M.S.	63	41	25
	ED.S.			
	PH.D.			
	Other:			
	Non-degree	18	4	BPE 1
	6 yrs.	2		BM 1
				MM 1

LIST OF ACTIVITIES

A list of extra activities teachers were performing without pay but believing that the activity merited extra pay:

Buying supplies
Coaching cheer leaders
Maintenance of shop equipment
Supervising sports
Co-ordinating audio-visual activities
Supervising noon hours
Working at sports events
Working in library
Supervising in the morning prior to beginning of school
Serving on textbook committee
Supervising school patrol
Making after-school home visitations

A list of extra activities for which teachers were being paid extra:

Department Heads, Chairmen, Directors
Coaching (Head and Assistant)
Locker Manager
Salary Committee
Senior Affairs Committee
Athletic Club Sponsor
Yearbook Sponsor
Homemakers and Sunshine Sponsors
Ticket Manager
Bookstore Manager
Adult Education Activities
Lunch Line Supervision
Class Sponsors
Counselor
Music Supervisor
Weight Program Supervisor
Play Coaching

CONCLUSIONS

1. Some method needs to be provided to allow elementary teachers a comparable amount of time during the school day to that allowed junior and senior high teachers, as free time or time for conference and preparation. Well over one third of the elementary teachers show no such provision.

2. From evidence submitted in this report, it would seem that the hours spent per week in noon supervision and similar supervisory tasks during the school day is pretty well equated at the three levels, elementary, junior high, and high school.

3. It appears that insofar as pupil load is concerned in actual teaching, the junior high teacher has the heaviest load.

4. The number of hours spent on a yearly basis in extra assignments involving extra pay rises sharply from elementary to junior high, but varies little from junior high to senior high.

5. The number of students served by these paid activities seems to rise in a steady progression from elementary to high school.

6. The greatest amount of time spent per week in non-teaching activities incidental to the successful operation of a school day seems to be spent in reading, planning, preparation for classes, and marking papers.

While other statements and conclusions might well be made, it is hoped that the data presented in this report is offered in such form that it might help any interested reader to find answers, or at least partial answers, to questions he might have involving the areas of teacher activities here treated. The committee realizes that some of the data here presented might be more meaningful if presented in a percentage relationship. However, time and space did not permit this. It is suggested to the reader, however, that percentage relationships may be figured by referring back to Section I of the tabulation for the total number of people reporting in each category.